



Universidad de Buenos Aires
FACULTAD DE FILOSOFÍA Y LETRAS
Laboratorio de Idiomas

SPECIFICATIONS CILE 1

OVERVIEW OF EXAM FORMAT			
	CILE 1	CILE 2	CILE 3, 4, 5
READING AND WRITING (100 points) Time: 90-120 minutes			
Task 1 (50 pts)	Reading & writing	Reading & writing	Reading & writing
Task 2 (50 pts)	Reading & writing	Reading & writing	Reading & writing
LISTENING (30 points) Time: 20 minutes			
Task 1	One long excerpt with two renderings	One long excerpt with two renderings	One long authentic excerpt with two renderings
Task 2	Two or three short dialogues with one rendering	Two or three short dialogues with one rendering	Two or three authentic short dialogues, news items or ads with one rendering
SPEAKING (70 points) Time: 15 minutes			
Task 1	Interview	Short presentation & interview based on a topic presented in pictures, graphics and/or short texts	Short presentation & interview based on a topic presented in pictures, graphics and/or short texts
Task 2	Role play based on information gap material	Role play based on information gap material	Problem-solving situation



Universidad de Buenos Aires
FACULTAD DE FILOSOFÍA Y LETRAS
Laboratorio de Idiomas

READING AND WRITING SECTION

In the two tasks in this section candidates will be expected to write a text on the basis of the input provided by an authentic text. Successful completion of each task will require candidates to select, summarize or comment on relevant information from the text and transfer this information to the requested written text guided by the writing purpose and following conventions of genre, information routines and register.

Candidates will write a total of **180-200** using two of the following genres:

- An informal e-mail, postcard or letter;
- A note;
- A simple narrative, e.g. a short biography or autobiography, a travel

account. An example of an integrated task at this level:

Last week you read your horoscope and realized that everything that had been predicted really happened. Write an e-mail to a friend and tell him/her about it. Use the information in the text to narrate your experience.

You should write 8-10 lines.

REMEMBER to use the information in the text whenever necessary.

Written texts will be graded according to: relevance and adequacy of content with respect to reading input and writing purpose, organisation and cohesion, vocabulary, grammatical range and accuracy, and punctuation and spelling

Candidates will have to read authentic texts from different sources such as magazine and newspaper articles with a length 350-500 words. They may find the following text types, information routines and content:

- Descriptive: e.g. a holiday resort
- Narrative: biographical notes, news, stories, interviews
- Expository: e.g. newspaper articles, extracts from authentic school textbooks

Topics: Daily routines – occupations and jobs – lifestyles – free time activities – personal experiences – biographies – educational background – holidays – travelling – health – food – discoveries – inventions



Universidad de Buenos Aires
FACULTAD DE FILOSOFÍA Y LETRAS
Laboratorio de Idiomas

LISTENING SECTION

This section will assess students' ability to understand different types of scripted aural texts of a British or American variety by showing understanding of gist, detailed information or specific information.

Task 1

In task one they will listen to a long excerpt (a dialogue or monologue) twice. They might encounter any of the following text types and content:

- Announcements
- Job interviews
- Formal and informal dialogues
- Travel accounts

Topics: Daily routines- occupations and jobs– lifestyles- free time activities – personal experiences – biographies – educational background – holidays – travelling – health – food – discoveries – inventions

Candidates will have to perform any of the following skills:

- Identifying main ideas
- Identifying supporting details

Most test methods will be of an open-ended type, e.g. short-answer questions, information-transfer techniques (complete chart, label diagram with short phrases, form / chart completion). Some objective type items may also be included: e.g. true/false statements (without justification), multiple choice questions.

Task 2

In task two they will listen to 2 or 3 short conversations once.

Candidates will mainly have to perform any of the following skills:

- Identifying the major topic
- Inferring the role of the participants in a situation
- Identifying specific information

Test methods used might include short answers, multiple choice questions or true/false statements.



Universidad de Buenos Aires
FACULTAD DE FILOSOFÍA Y LETRAS
Laboratorio de Idiomas

SPEAKING SECTION

This section aims to assess students' ability to use spoken English in semi-guided interactions on very familiar topics.

The board will be made up of two examiners, of which one will lead the interaction with the student(s). Students will be paired up if possible to interact with each other.

Part I:

Examiners will ask questions on topics related to work, school, leisure time to help candidates feel at ease. Then candidates will be interviewed on a given topic such as music, eating habits or vacations on their experience and opinions.

Part II:

In pairs candidates will be presented with a role play based on an information gap activity. They will be provided with cards containing relevant information to accomplish the task.

Topics:

Daily routines – occupations and jobs – lifestyles – free time activities – personal experiences – educational background – holidays – travelling – health – food

Expected performance:

Students have a general basic ability to communicate in everyday situations and service encounters. They can give simple instructions and interact in most familiar situations. In the workplace, they can handle very simple situations.



Universidad de Buenos Aires
 FACULTAD DE FILOSOFÍA Y LETRAS
 Laboratorio de Idiomas

LANGUAGE SPECIFICATIONS

Candidates at this level tend to use the following structures, functions and vocabulary with a certain level of accuracy since many of these language items have been acquired at this stage. Language items from previous stages tend to be used with a higher level of accuracy and fluency.

Grammar Items	Functions
Present Simple + adverbs of frequency	Describe daily routines and leisure activities
Verb patterns (like, love, hate, go + verb-ing)	Describe likes and dislikes Describe leisure activities
Past Simple –Time expressions	Narrate simple stories Talk about inventions
Past Simple	Narrate biographies
Comparative and Superlative adjectives(some irregular comparatives and comparatives)	Compare seasons, cities, sports, people
There is -There are	Describe one’s hometown Describe one’s house/flat
Quantifiers (some, any, much, many, a lot of)	Express quantity
Would like +countable and uncountable nouns	Offer drinks and food Express preference
Present Perfect (just, ever, yet, never)	Talk about experiences and recent events
Can/can’t Could/couldn’t	Talk about abilities in the present/past
Present Continuous	Describe actions going on at the moment of speaking
Going to/infinite of purpose	Talk about future plans Express intention
Connectors (and, but, so, because, when, while, until)	Establish logical and temporal cohesion
Vocabulary	
Word formation – adjectives and adverbs – Topics: daily routines – occupations and jobs – lifestyles – free time activities – personal experiences – biographies – educational background – holidays – travelling – health – food – discoveries – inventions – clothes	